

*“If you're a parent concerned about literacy, you should be asking your superintendent, your principal, your board members, “Why are we using a program that got the lowest possible rating?” said Todd Collins, who serves on the **school board in Palo Alto, California. [Home of Stanford University]** His district has long used Fountas and Pinnell and Calkins materials, but — **prompted by the national conversation about the science of reading — is adopting a new curriculum.**”*

APM Reports: Influential authors Fountas and Pinnell stand behind disproven reading theory

A Community Meeting on Literacy in HPIISD

hosted by the

**HP LITERACY
COALITION** 

Things Have Changed in HPIISD

Timeline

- ❖ 2014 - New Curriculum, Lucy Calkins, Introduced in Some Classrooms
- ❖ 2019-2020 - Lucy Calkins was Fully Adopted in Kindergarten - 8th Grade

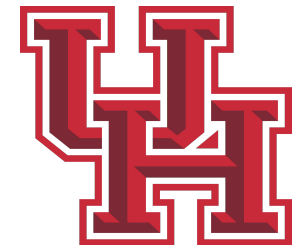
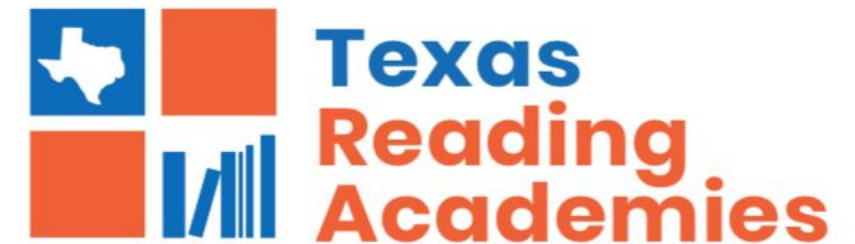
Students Impacted

- ❖ All Students Currently in K - 8th Grade
- ❖ Some Freshman and/or Sophomores

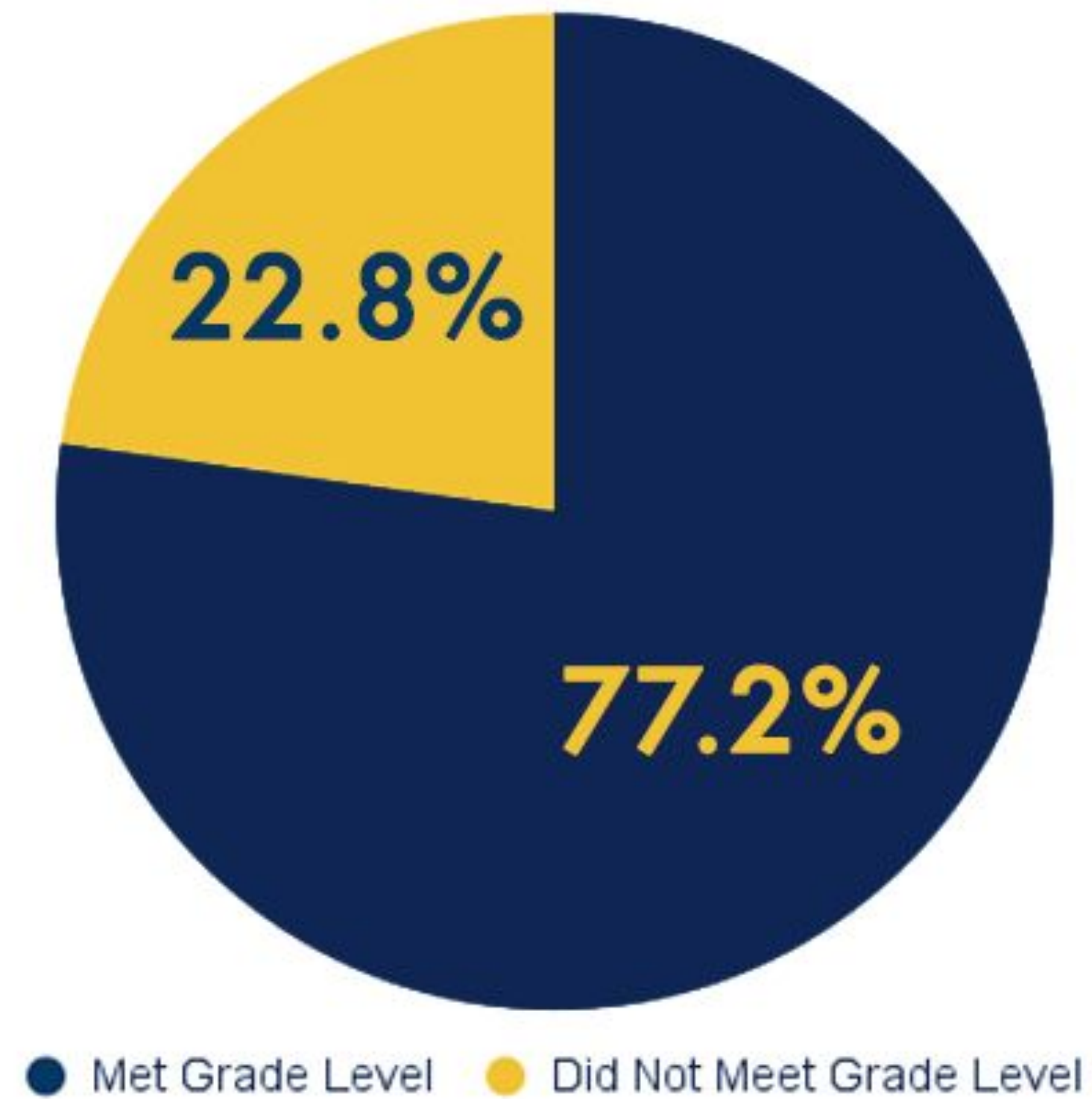
TWO VERY DIFFERENT APPROACHES TO LITERACY



**LUCY CALKINS UNITS OF STUDY
AND FOUNTAS & PINNELL**

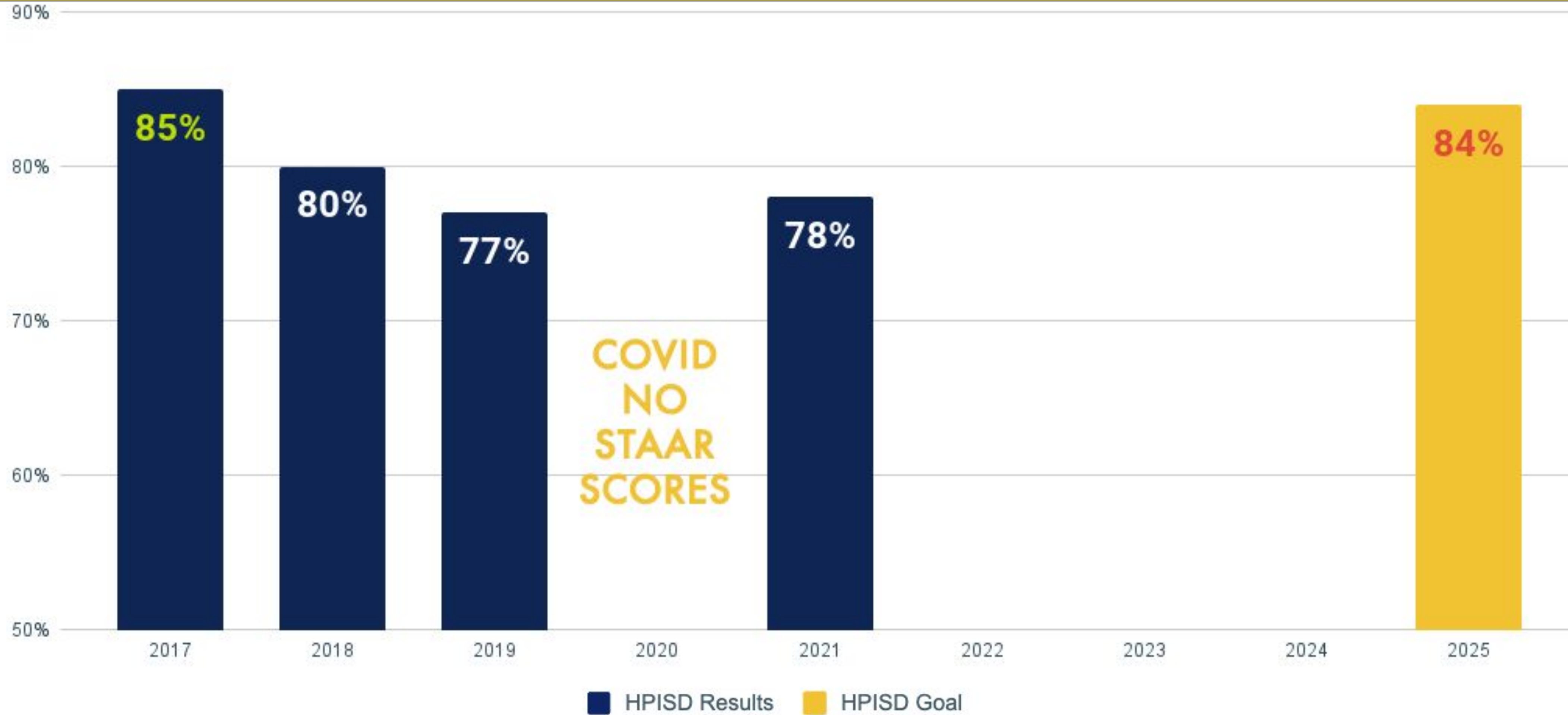


**20%+ HPISD 3rd - 8th GRADERS
ARE NOT MEETING GRADE LEVEL**

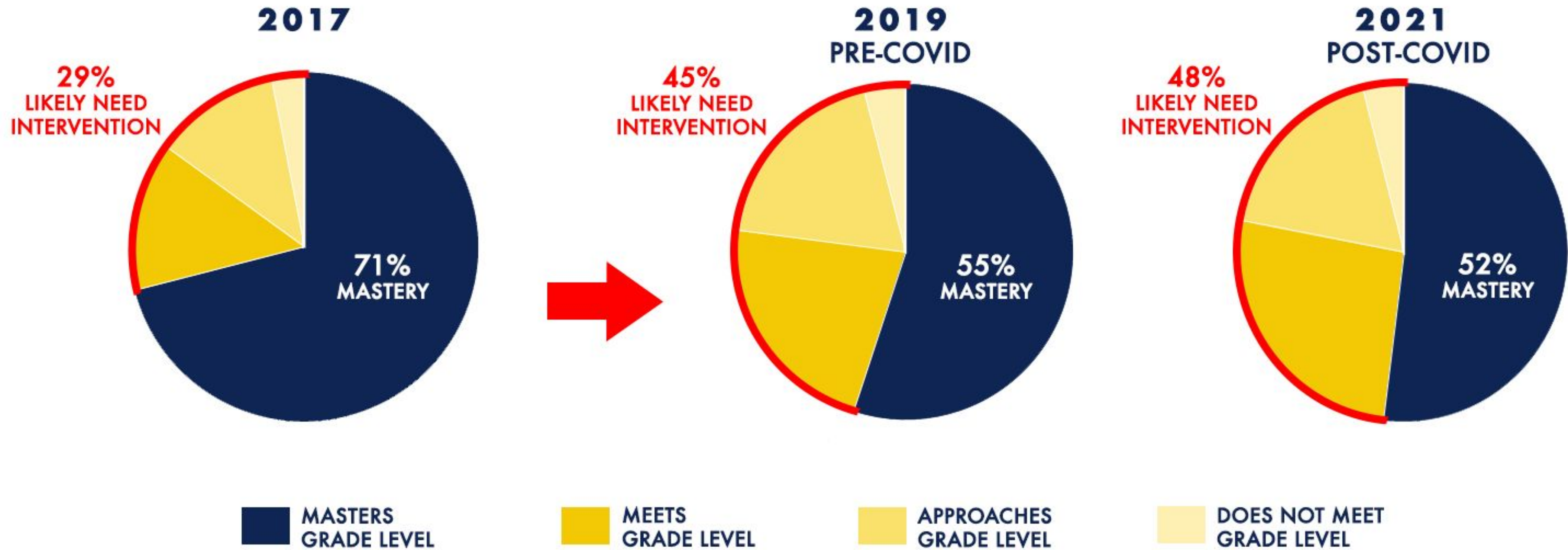


2021 STAAR READING

HPISD'S 2025 "MEETS GRADE LEVEL" GOAL FOR 3RD GRADE IS BELOW 2017 SCORES



DECREASING 3rd GRADE “MASTERS” SCORES INCREASE THE NEED FOR INTERVENTION



**The Science of Reading in
our Nation, State,
and School District**

Molly Salmon

What is the Science of Reading?

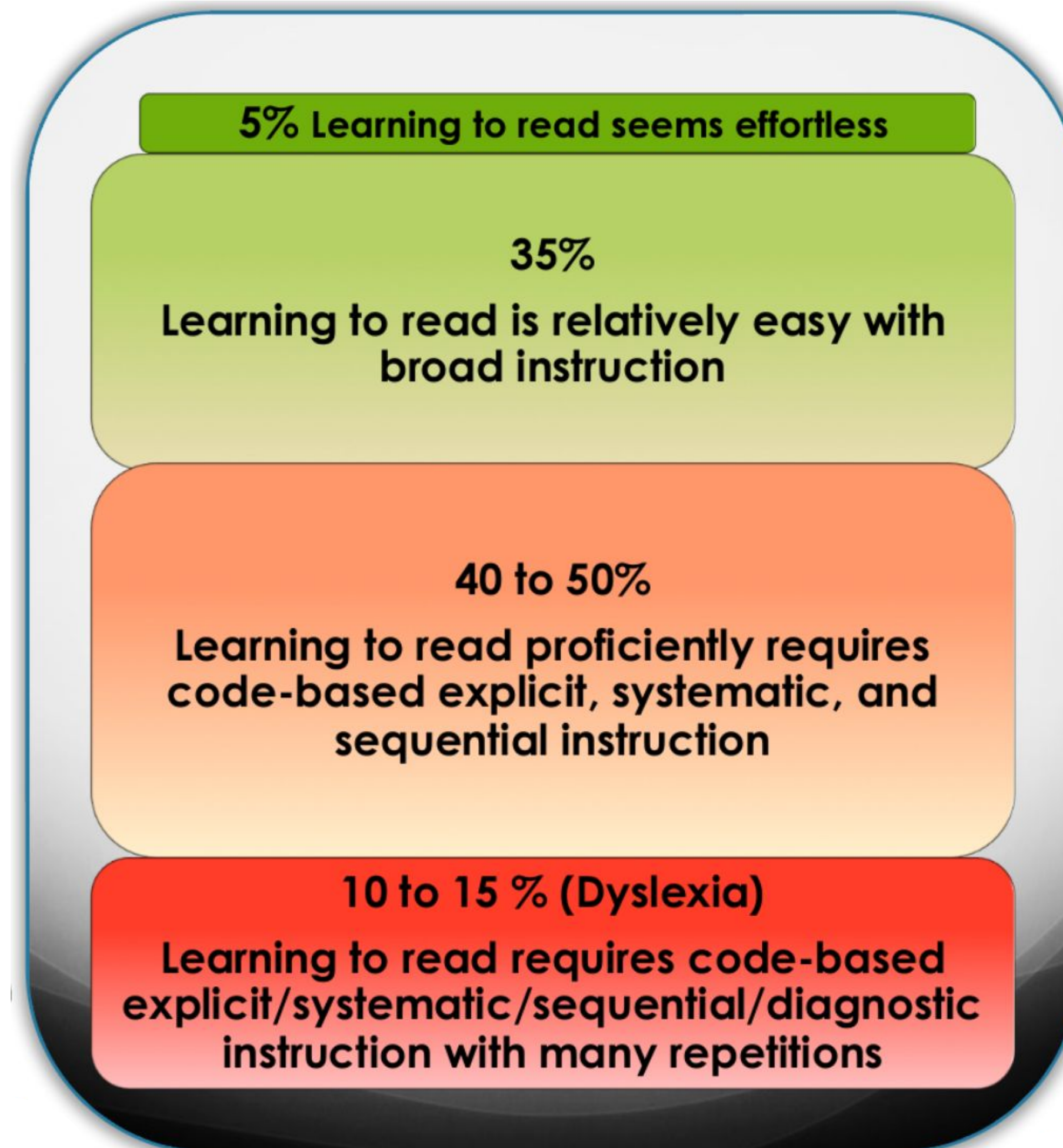
The Science of Reading is an approach to reading instruction based on decades of research.



TWO DIFFERENT APPROACHES

Cueing Instruction
Balanced Literacy

*Only 40% of students
will read proficiently*



Science of Reading
Structured Literacy

*95% of students
will read proficiently*

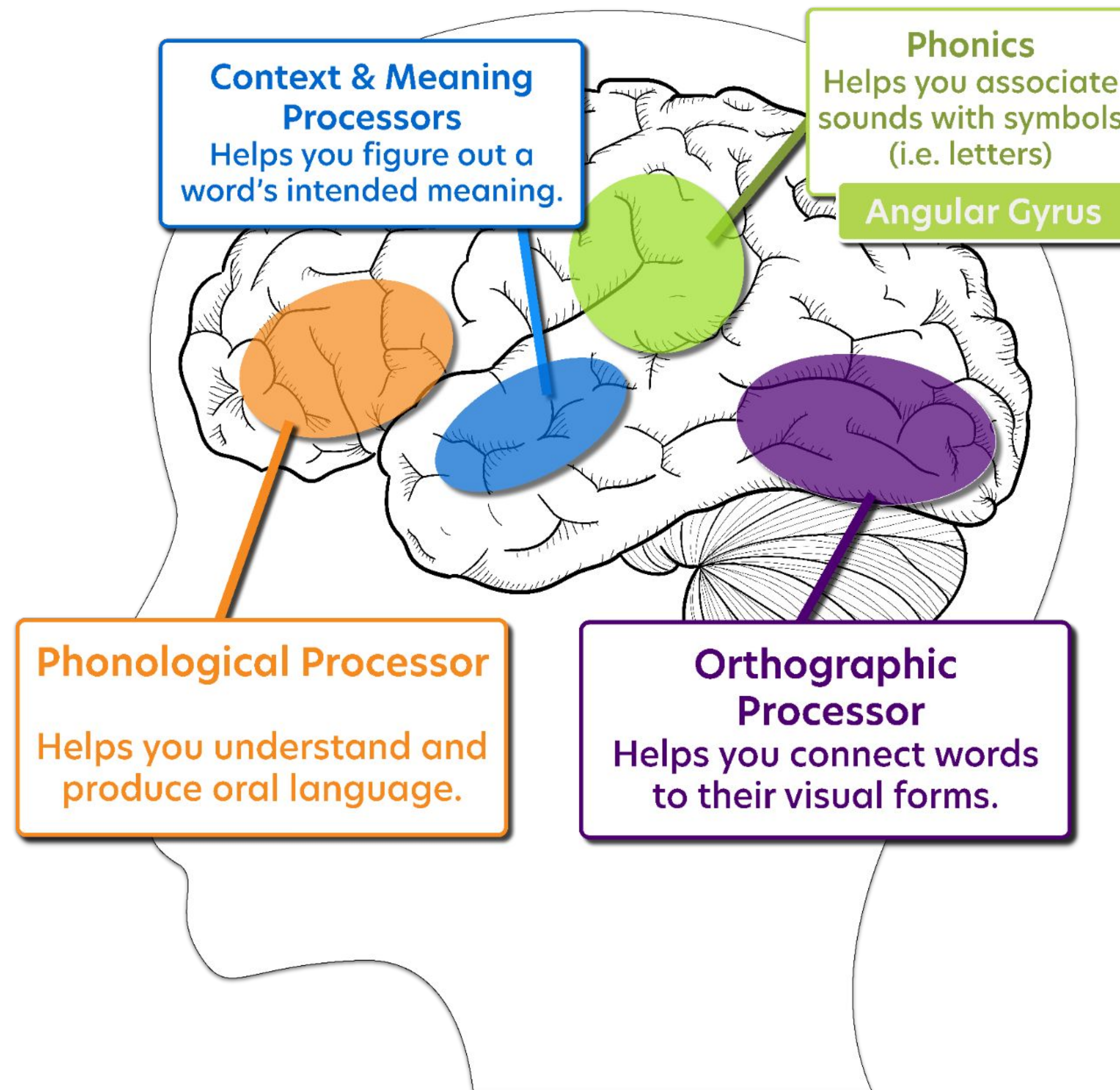
© N. Young, 2012 (updated 2017)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

Percentages are based on ranges established in multiple research studies in the past 40 years.

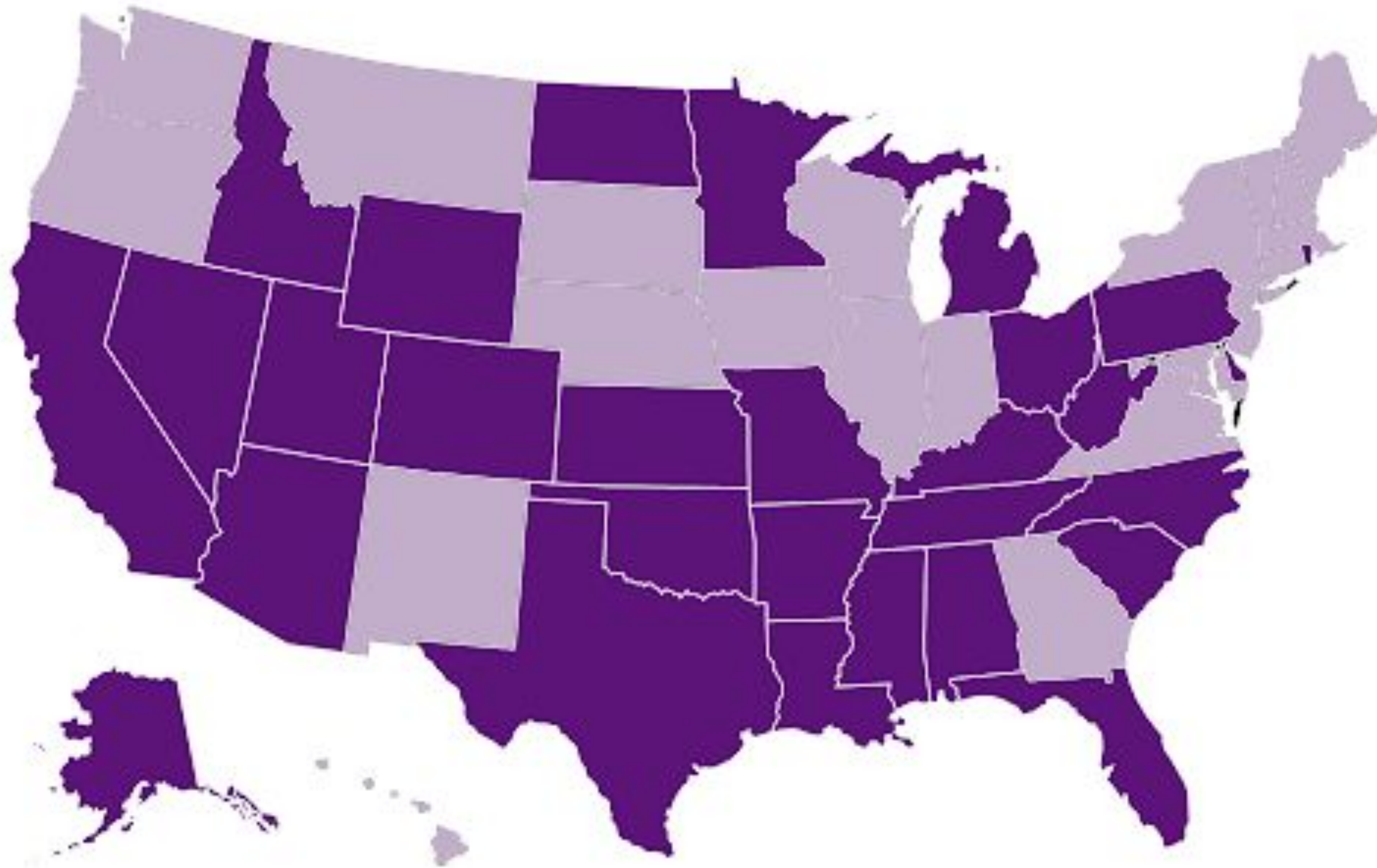
Reading Instruction Changes The Brain



The Reading Brain. Designed by TXReads.

SCIENCE OF READING SNAPSHOT

LEGISLATURES TAKE ACTION BECAUSE OF GAP BETWEEN RESEARCH AND PRACTICE



SCIENCE OF READING IN TEXAS

TEXAS READING ACADEMIES TRAIN EDUCATORS IN SCIENCE OF READING



Texas
Reading
Academies



TEXAS
The University of Texas at Austin



SMU.



HPIISD **NOT** ALIGNED TO SCIENCE OF READING



LACK OF ALIGNMENT WITH EDUCATION LEADERS

Balanced Literacy Framework



MATERIALS FAIL REVIEWS & DISCREDITED BY AUTHOR



"Poring over the work of contemporary reading researchers has led us to believe that aspects of balanced literacy need some 'rebalancing.'" ***-Lucy Calkins***

There is **no** reading war
according to researchers.

HPISD must have the courage
to **switch** to the **Science of
Teaching Reading!**



What Balanced Literacy Looks Like in HPISD

CHRISTINE PACIORETTY

Pacioretty Academic Support Services

**SCIENCE OF READING
REQUIRES EXPLICIT
AND SYSTEMATIC
PHONICS INSTRUCTION
AND ASSESSMENT**

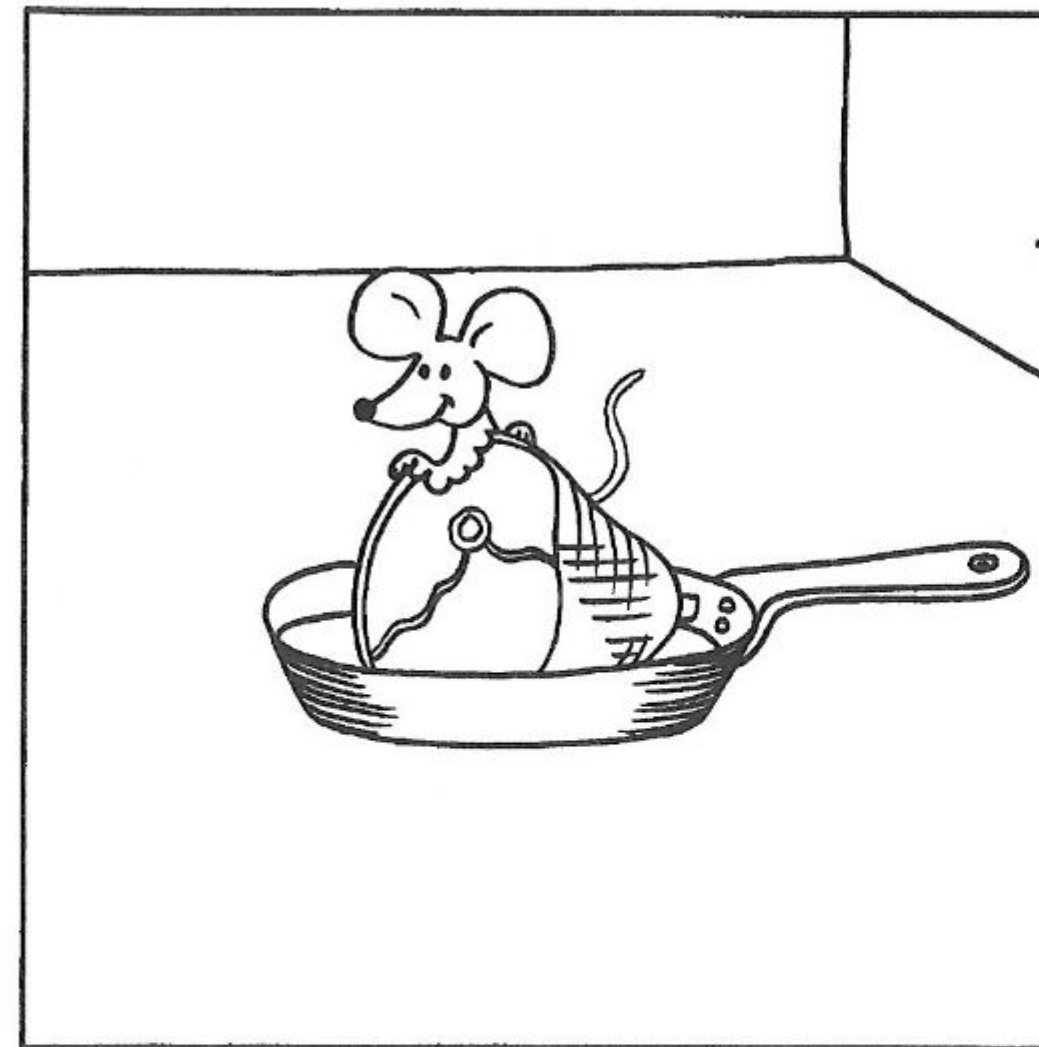
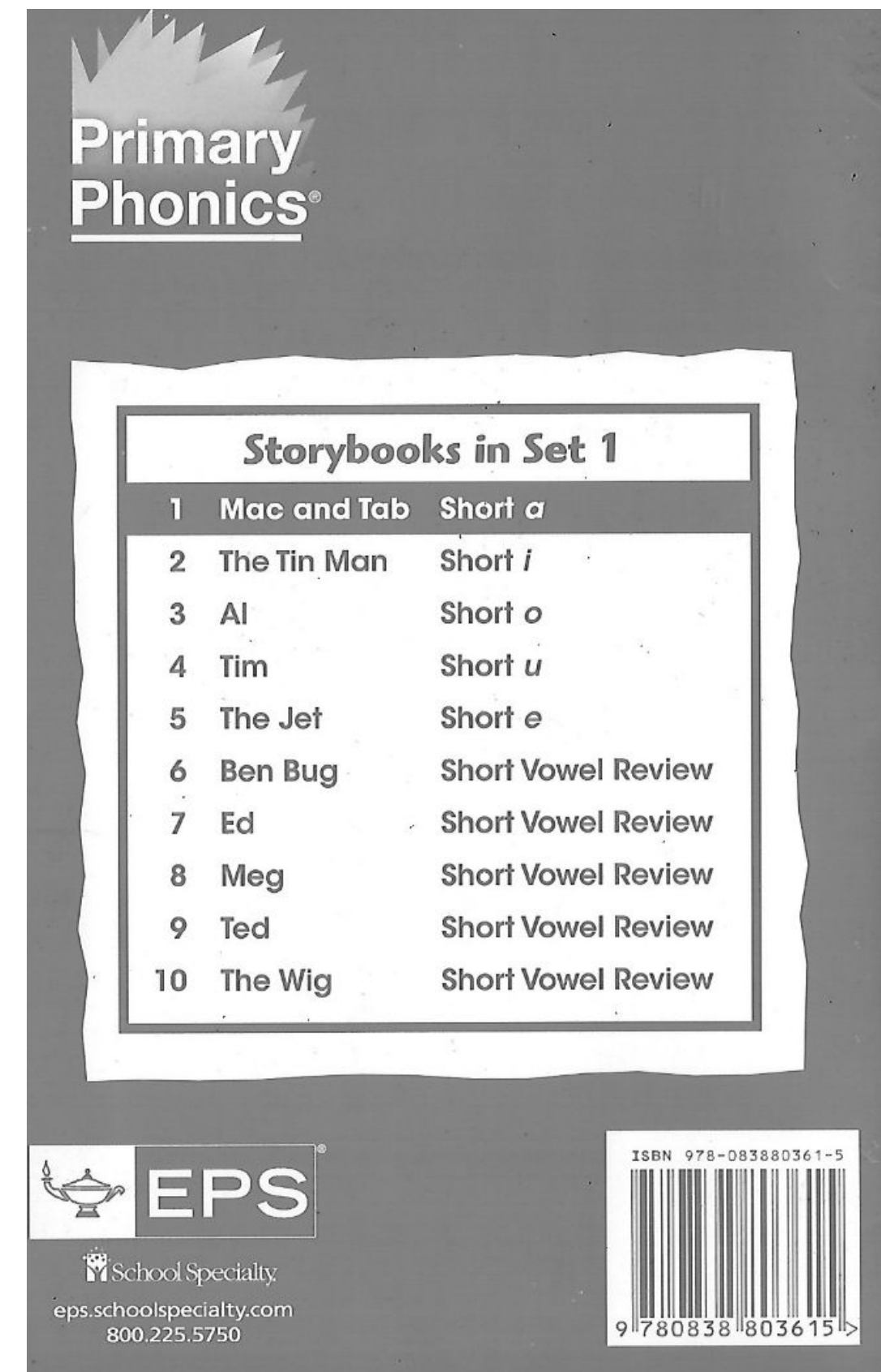
© 2016 The University of Texas System/Texas Education Agency



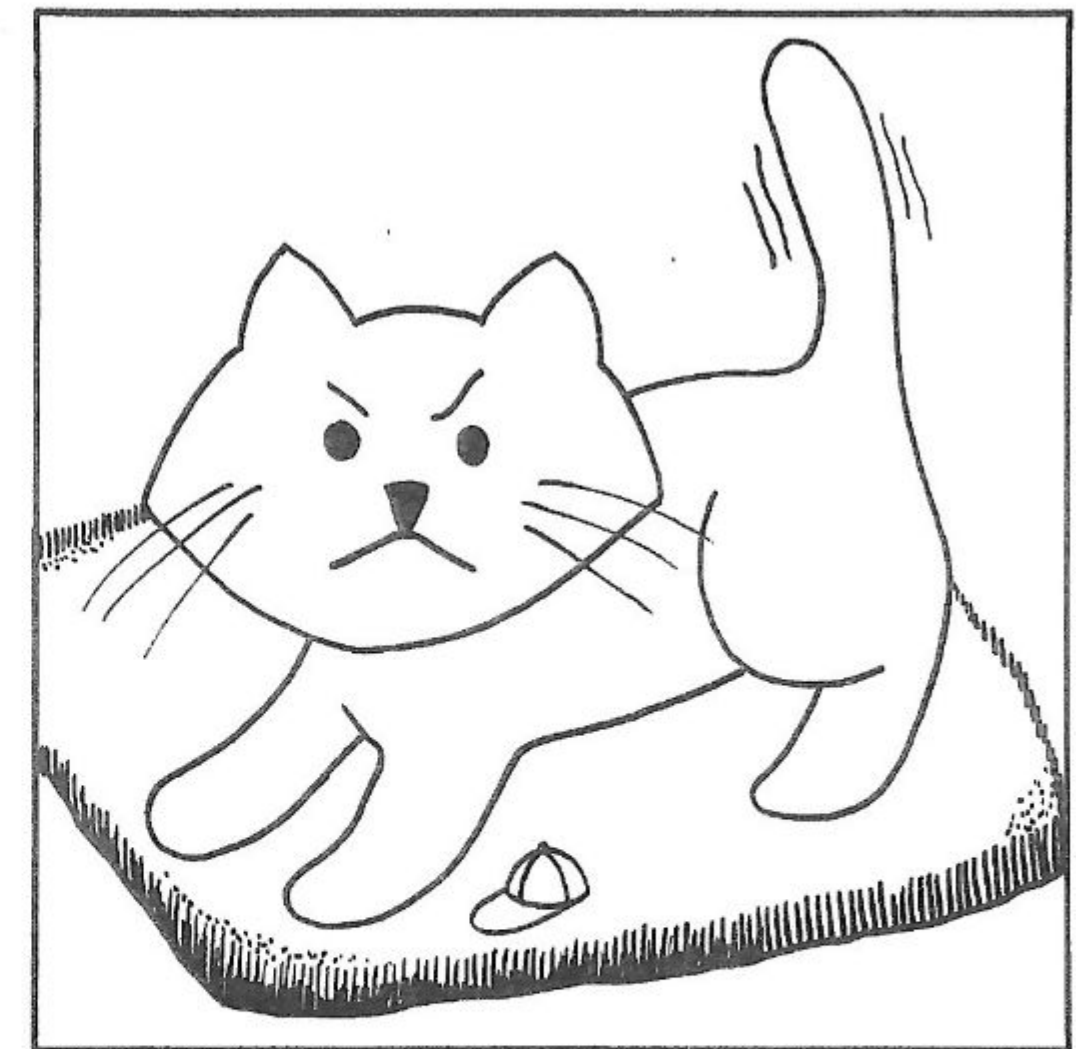
Letter-Sound Knowledge Checklist

	Letter Names and Sounds																										
Students	a	m	t	s	l	f	d	r	o	g	i	h	u	c	b	n	k	v	e	w	j	p	y	x	q	z	
1.																											
2.																											
3.																											
4.																											
5.																											
6.																											
7.																											
8.																											
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20.																											
21.																											
22.																											

SCIENCE OF READING APPROACH UTILIZES DECODABLE READERS



Tab has a nap.
Mac has the ham.



Tab is mad at Mac.
Mac had the ham.

HPISD USES PREDICTABLE READERS



We will see an octopus
by the sea.



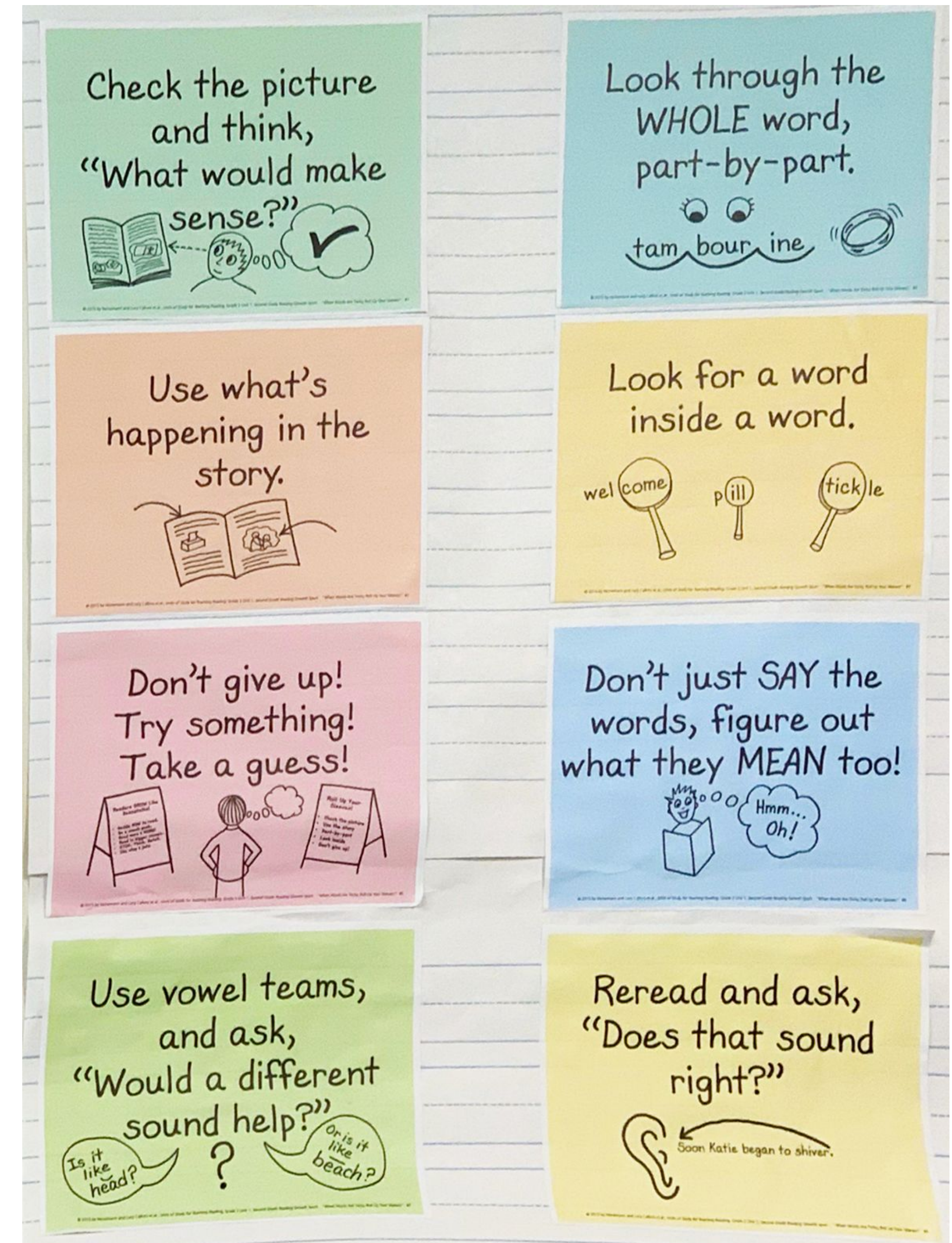
We will see a starfish
by the sea.

HPISD EMPHASIZES CUEING AND GUESSING

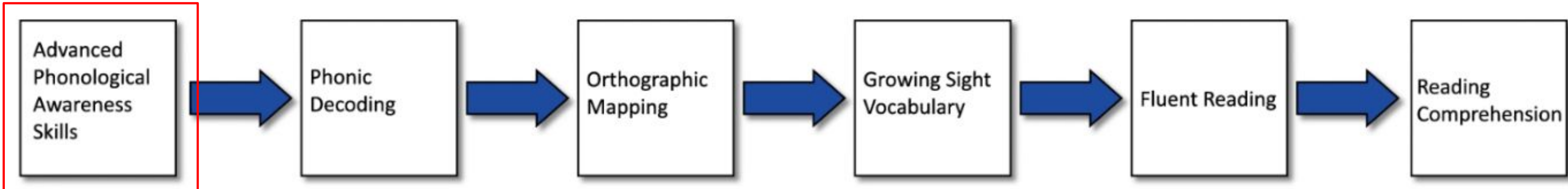
Raising All Star Readers

In order to produce independent readers who monitor and correct themselves as they read, use the following prompts as you are reading together:

- Give your child wait time of 5 to 10 seconds when they get stuck. See what he attempts to do himself
- Ask, "What would make sense there?"
- Ask, "What do you think the word could be?"
- Say, "Use the picture to help you figure out what it could be."
- Say, "Skip it and go on to the end of the page. Now do you think you know what that word could be?"
- Say, "Put in a word that would make sense there."
- Say, "You read that word before on another page. See if you can find it."
- Say, "Look at the beginning letter and think about what sound that makes."



SCIENCE OF READING RECOMMENDS SOUND WALLS



Consonants

Stops

/p/	/b/	/t/	/d/	/k/	/g/
pig	ball	turtle walked	dog sailed	kite car black Christmas	goat ghost

Liquids

/l/	/r/
leaf llama	rabbit write

Nasals

/m/	/n/	/ng/
monkey	nose gnat know pneumonia	king

Affricates

/ch/	/j/
chair catch	jellyfish gem gym edge frigid

Glides

/wh/	/w/	/y/
whale	watermelon	yo-yo

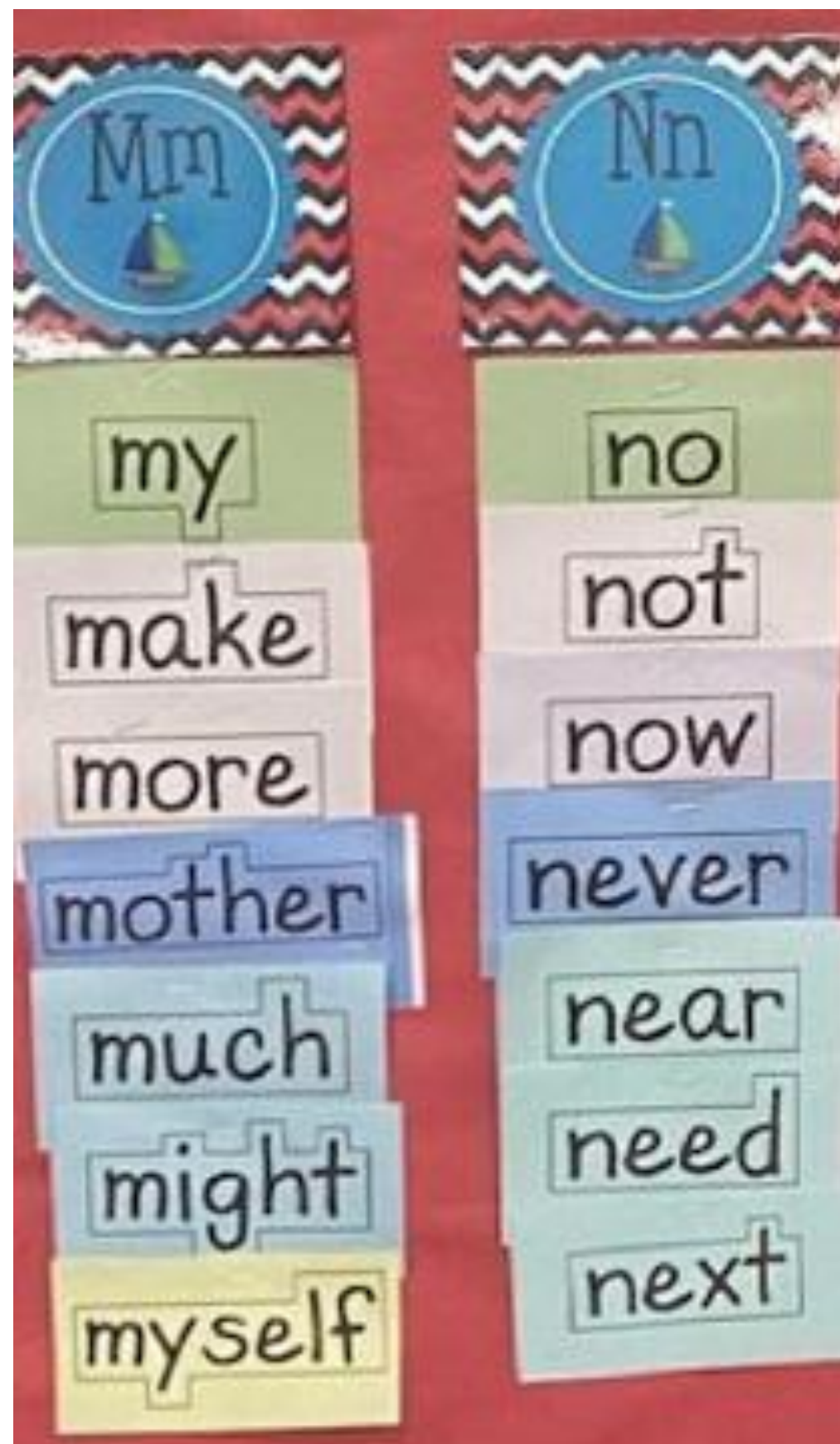
Fricatives

/f/	/v/	/th/	/th/	/s/	/z/	/sh/	/zh/	/h/
fish phone	volcano love	thumb	father they	sun floss princess cycle cinder	zebra nose buzz	sheep special chef partial mission	treasure Asia beige seizure	hat

Vowel Valley

/ē/	/ē/	/yū/			
we, bee, each, thief, these, sandy, seize	banana reason elect cover preparation	cube, new, unicorn, feud, fuel			
/ī/	/ā/	/ē/	/ā/	/ū/	
igloo gym	cake pain day steak table weight vein they	bed head	apple	bike my cried light silent	
/ō/	/ō/	/ū/	/ō/	/ū/	
octopus calm swamp	up mother flood rough	claw cause ball water ought	boat note toe snow go over	book put should	
/oi/	/oi/	/ou/	/er/	/ar/	/or/
boy boil	boy boil	cow house	her bird fur	car	corn

HPISD UTILIZES WORD WALLS WITH SIGHT WORDS



GRAMMAR: HAPPENS NATURALLY?

CURRENT HPISD APPROACH

Invitational Process

- Invitation to **NOTICE**
A sentence from literature is displayed to model a pattern of power. Discussion begins with the question, "What do you notice?"
- Invitation to **COMPARE AND CONTRAST**
An imitation is studied as it sits below the original. Discussion begins with the question, "How are they alike and different?"
- Invitation to **IMITATE**
Using the sentences they've been studying for inspiration, writers "try out" the pattern of power through shared, interactive, or paired writing. When appropriate students try on their own to use the pattern.
- Invitation to **CELEBRATE**
Young writers share their work with an appreciative audience.
- Invitation to **APPLY**
The pattern is used to respond, revise, or used in some other purposeful way.
- Invitation to **EDIT**
Students study four versions of the original sentence, including three variations to illuminate how small changes affect meaning.

EXPLICIT, SYSTEMATIC INSTRUCTION

Name _____

NOUNS

Noun or Adjective?

Date _____

Directions: On the line provided, write N if the underlined word is a noun or ADJ. if the word is an adjective (describing word).

1. _____ Don't break that glass.
2. _____ Your glass vase is very expensive.
3. _____ Her flower garden is in full bloom.
4. _____ My mother gave me a flower for my birthday.
5. _____ We often take pictures on vacation.
6. _____ Do you have a picture compartment in your wallet?
7. _____ Those children are filing their nails.
8. _____ A nail file was lying on the floor.
9. _____ John made a great paper airplane.
10. _____ The papers were passed to the ones in the last row.

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

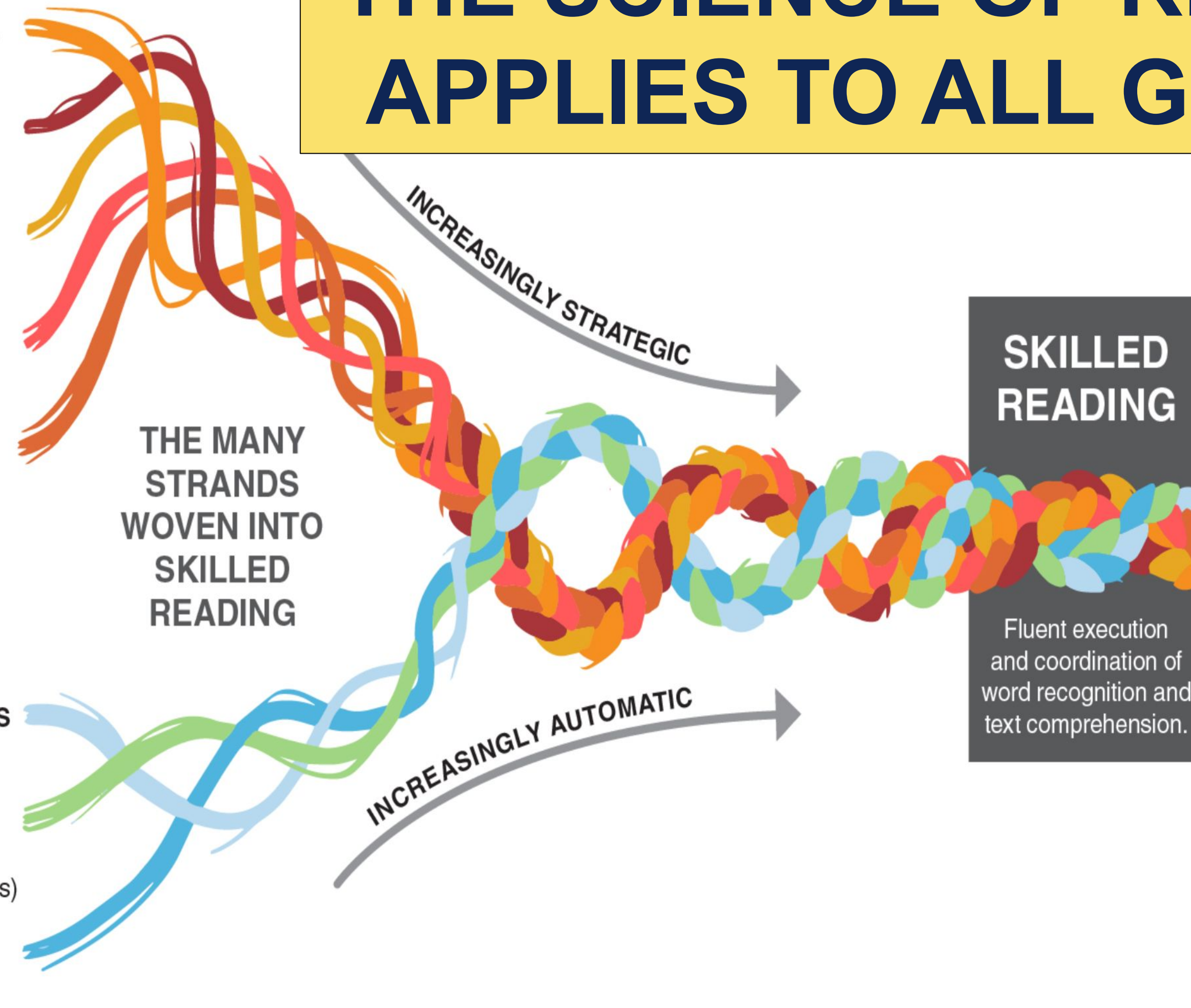
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)

THE SCIENCE OF READING APPLIES TO ALL GRADES



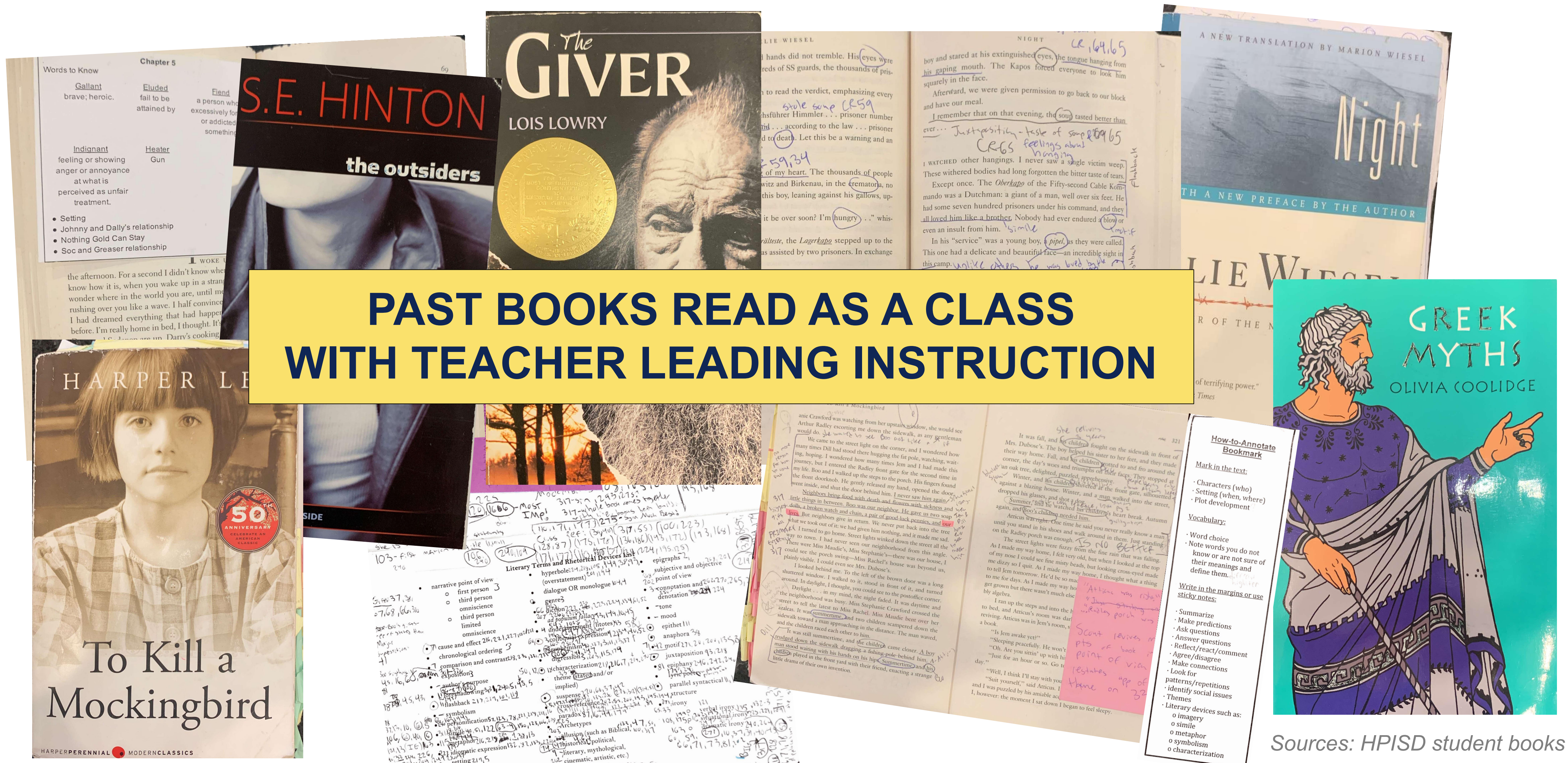
LUCY CALKINS 8th GRADE BOOKS APPROPRIATE FOR 5th GRADE READERS



**Lucy Calkins 8th Grade Classroom
Library Books Average a Lexile Level of 831**

MIDDLE SCHOOL LITERACY SHIFT

PAST BOOKS READ AS A CLASS WITH TEACHER LEADING INSTRUCTION



Sources: HPISD student books

READING APPROACH IMPACTS WRITING

7th GRADE PAST PRACTICES

***THE GIVER* ASSESSMENT**

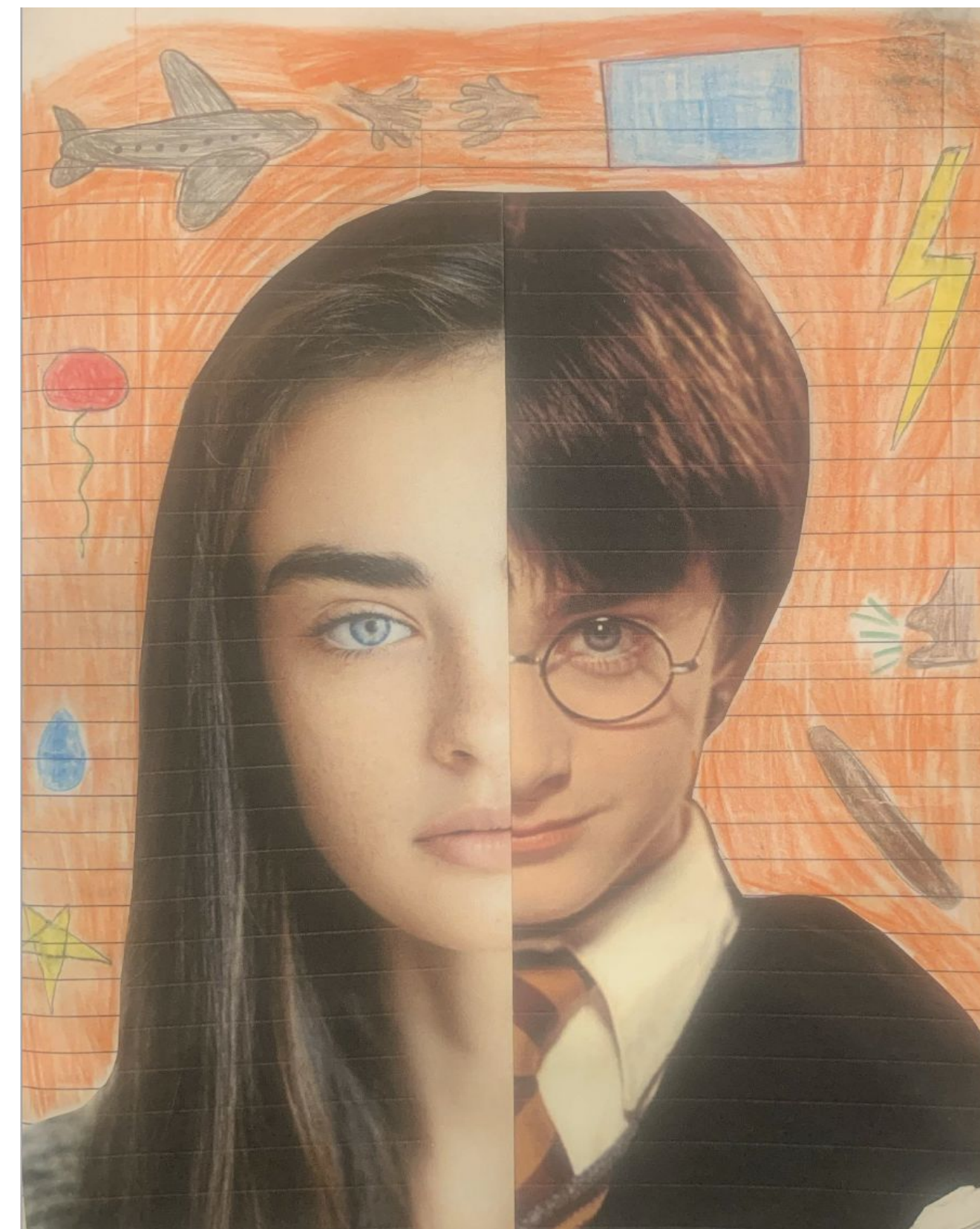
Level Four Assessment Example Question:

Using *The Giver* and your knowledge of utopia and dystopia, discuss whether Jonas's community is a utopia or a dystopia. Do NOT bifurcate; you must choose one side. Provide two pieces of text evidence to support your ideas. You must incorporate **eight (8)** different vocabulary words from your 40 vocab words in *The Giver*. Be sure to use the words appropriately and provide context clues to illustrate your understanding of the definition. **Underline the vocabulary words used in the essay.**

Adherence (p.16, chpt.2) -the quality of sticking to something or with something without wavering or straying from it; remaining loyal or committed to something	Apprehensive (p.6, chpt.1) - viewing the future with anxiety or alarm	Chastisement (p.26, chpt.3) - severe criticism; a rebuke or strong reprimand	Distraught (p.5, chpt.1) - deeply upset and agitated	Droning (p.28, chpt.3) - talking on and on in a boring manner
Palpable (p.4, chpt.1) - (of a feeling or atmosphere) so intense as to seem almost tangible	Petulantly (p.27, chpt.3) - a sulky or pouting manner befitting a child	Supplementary (p.9, chpt.1) - aiding or enhancing something; adding to something	Transgression (p.11, chpt.1) - violation of a law, command, etc.	Tunic (p.30, chpt.3) - a type of clothing often resembling a shirt or robe
Aptitude (p.65, chpt.7) - capability; ability; innate or acquired capacity for something; talent	Buoyancy (p.61, chpt.6) - the power to float or rise in a fluid; relative lightness	Conspicuously (p.94, chpt.10) - easily seen or noticed; attracting special attention	Crescendo (p.74, chpt.8) - a gradual, steady increase in loudness or force	Indolence (p.77, chpt.8) - avoidance of activity or exertion; laziness
Infringed (p.58, chpt.6) - act so as to limit or undermine (something); encroach on	Meticulously (p.61, chpt.6) - with attention to detail; thoroughly; precisely	Obsolete (p.106, chpt.11) - no longer produced or used; out of date	Piecemeal (p.74, chpt.8) - in pieces or fragments	Prodded (p.53, chpt.6) - to rouse or incite as if by poking; nag; goad

7th GRADE CURRENT PRACTICES

CHOICE BOOK ASSESSMENT



READING APPROACH IMPACTS WRITING

7th GRADE PAST EXAM

Fabulous students, you will take the writing portion of the spring final exam during class Thursday and Friday, May 10th and 11th. Below is the prompt. You need at least **TWO** pieces of text evidence from the following books to include in your support: *The Outsiders*, *The Giver*, and *The Lions of Little Rock*. However, the text evidence needs to come from **TWO different** books! You'll be expected to quote exactly from the text in your writing and provide the citations (author's last name and page number).

You are receiving the prompt today so that you can form your thesis statement, write your outline, and find your text evidence. That way you can come to class the next two days ready to write! Plan to bring the books you are quoting from to class both Thursday and Friday with the pages marked that you are using for your text evidence. You will have two class periods to complete the assignment. **You will not be permitted to work on this outside of class time** (that means not working on it during advisory, at home, etc.).

2 Days for Essay Writing w/ Thesis, Outline & Text Evidence

7th TAG GRADE CURRENT EXAM

Test format: 50 multiple choice questions

Dystopian Fiction: 15 questions over anchor chart concepts, buzzwords, and "The Lottery" by Shirley Jackson

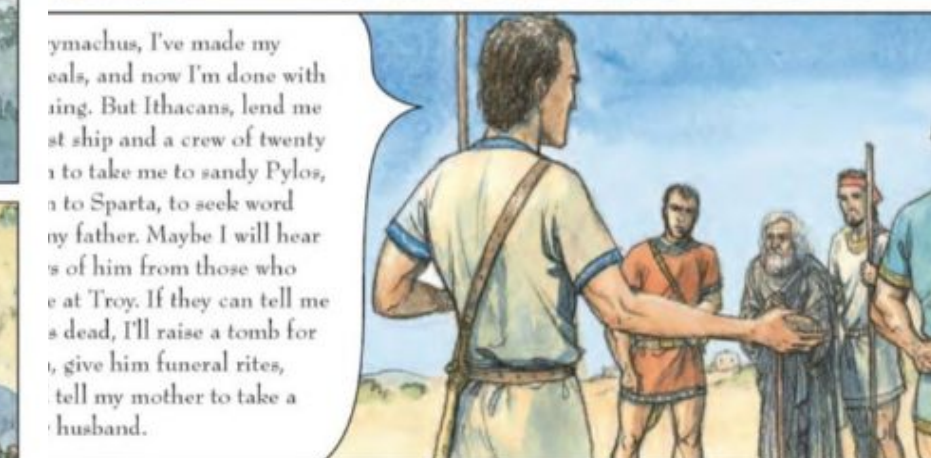
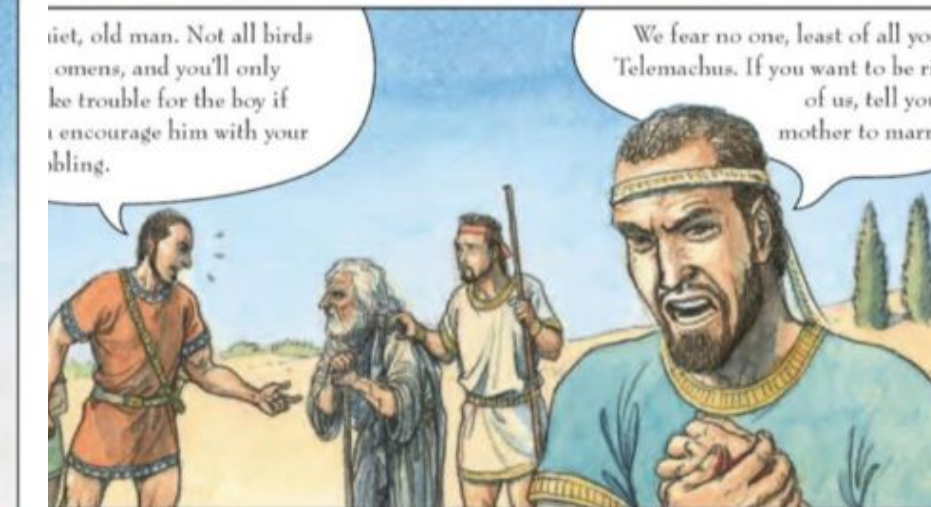
Poetry: 10 questions over poetic devices and "Silver-Lined Heart" by Taylor Mali

Historical Fiction: 15 questions over anchor chart concepts and "Jars of Hope" by Jennifer Roy

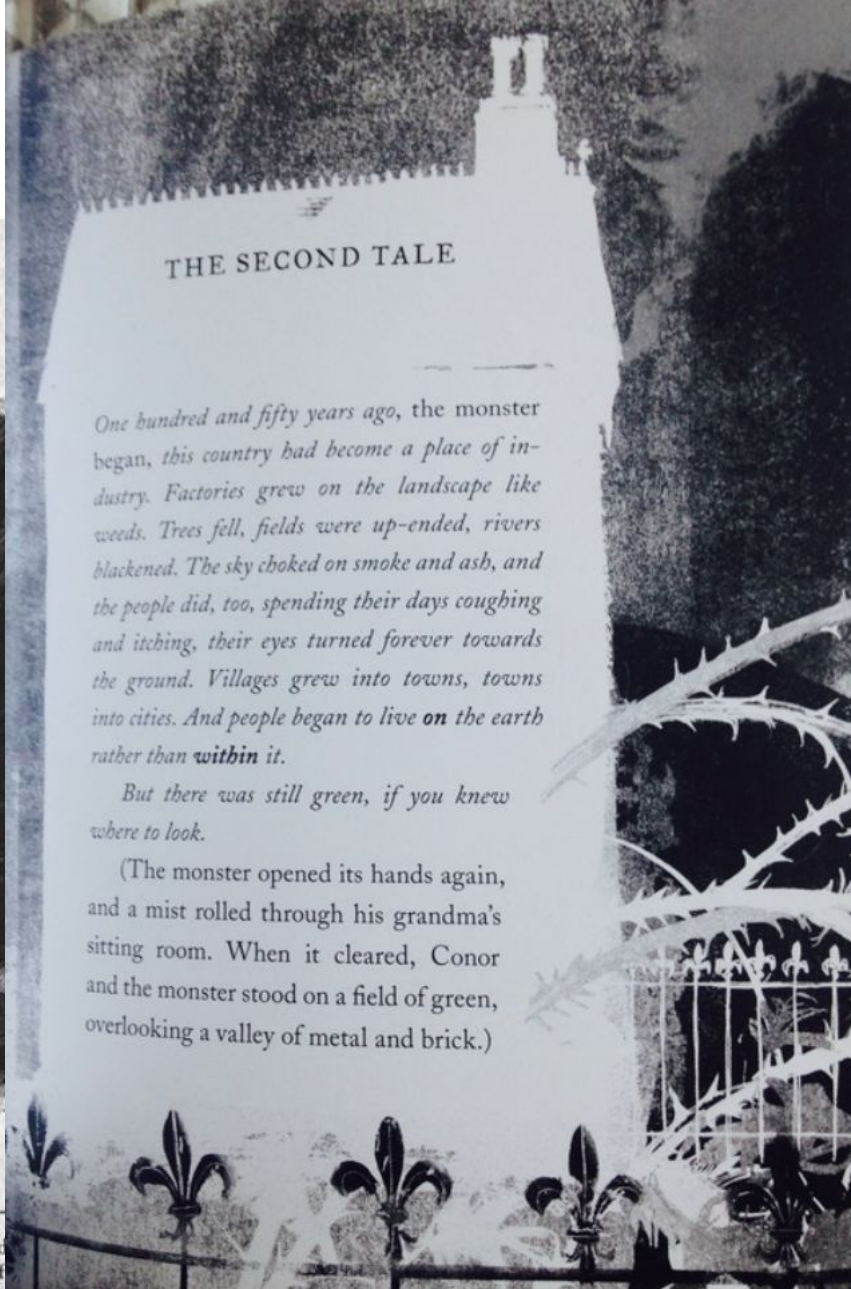
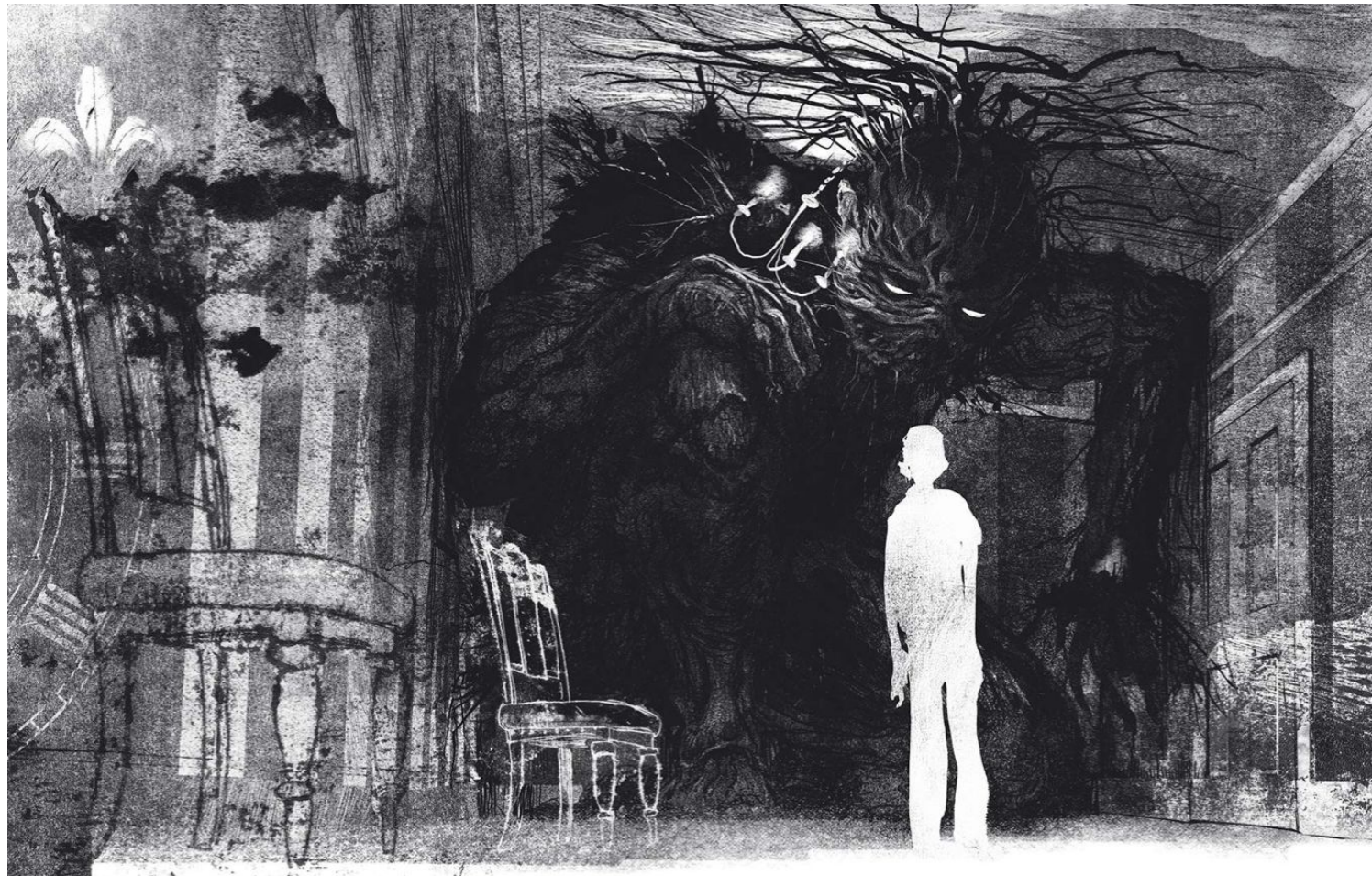
Revising and Editing: 10 questions over a literary analysis

50 Question Multiple Choice Test

HPISD STANDARD 9th GRADERS NOW READ A GRAPHIC NOVEL VERSION OF THE ODYSSEY



HPISD 10th GRADE ENGLISH NOW READS A 4th GRADE LEVEL BOOK



A MONSTER CALLS
A novel by **PATRICK NESS**
From an original idea by **SIOBHAN DOWD**

...joined *A Monster Calls* through Ben Norland, by the text, he cautiously ed his illustrations might n or interrupting the sto- vertheless created a mag- black-and-white movies, ropriate atmosphere. His illustrations both complete Ness's text and feed from it. One drawing proved to be a defining element of the book: the monster leaning on Conor's bedroom window.

THE SIOBHAN DOWD TRUST
A Monster Calls is the result of three uniquely talented people—Siobhan Dowd, Patrick Ness, and Jim Kay—united by their love

of powerful stories, their determination to make literature more accessible to young adults, and their belief that fantasy can be used as a way to embrace reality. On this note, Dowd's legacy is not just limited to her books. Shortly before her death, the author created the Siobhan Dowd Trust, an organization that allocates the benefits of her work to initiatives and projects to help bring literature to children and young adults who do not have easy access to it, may have complicated family and social environments, or live in poverty. The trust's efforts include supportive campaigns for school libraries; the creation of book clubs to enrich the tie between parents and their children; the delivery of books to underprivileged neighborhoods where children have suffered poverty, abuse, domestic violence, and abandonment; and charitable efforts, such as the donation of books, at children's hospitals. ¶

ABOVE An illustration by Jim Kay, included in Patrick Ness's novel, which inspired one of the scenes in the movie (opposite).

TAG AND STANDARD VIRTUALLY IDENTICAL - 6th

2021-22

October 2021 Print Week

Mon	Tue	Wed	Thu	Fri
26	27	28	29	30
	LA: Class time for Major Assessment (C)	LA: Major Assessm		
	LA TAG: Class time for Major Assessme	LA TAG: Major Ass		
	7:45am LA TAG: Sett			
	7:45am LA: Setting I			
3	4	5	6	7
		LA: Writing a Clair		
		LA TAG: Writing a		
10	11	12	13	14
17	18	19	20	21
	LA: A Long Walk to Water Read Aloud			
	LA TAG: A Long Walk to Water Read Aloud			
	LA: Character Anal			
	LA TAG: Character			
24	25	26	27	28
	LA: Water Week Re	LA: Work on Thematic Essay	LA: Library Visit	
	LA TAG: Water Wei	LA TAG: Work on Thematic Essay	LA TAG: Library Vi	
31	Nov 1	2	3	4
	LA: Finalize Thema	LA: Thematic Essa		
	LA TAG: Finalize Th	LA TAG: Thematic		

November 2021 Print Week

Mon	Tue	Wed	Thu	Fri
31	Nov 1	2	3	4
	LA: Finalize Thema	LA: Thematic Essa		
	LA TAG: Finalize Th	LA TAG: Thematic		
7	8	9	10	11
		LA: Central Idea of		LA: Complete Non
		LA TAG: Central Id		LA TAG: Complete
14	15	16	17	18
	LA: Nonfiction Maj	LA: Research for TED Talk Presentation		
	LA TAG: Nonfiction	LA TAG: Research for TED Talk Presentation		
21	22	23	24	25
28	29	30	Dec 1	2
	LA: Research	LA: Synthesizing S	LA: Growing Ideas	
	LA TAG: Research	LA TAG: Synthesizi	LA TAG: Growing I	
	7:45am LA: Nonfictio		7:45am LA: Nonfictio	
	7:45am LA TAG: Non		7:45am LA TAG: Non	

Time zone: Central Time - Chicago

TAG AND STANDARD VIRTUALLY IDENTICAL - 7th

STANDARD

2021-22

TAG

Tuesday, Oct.19 IN CLASS

READING/WRITING: Today, students had the first mini-lesson of our new Writing Fiction Scripts unit. Students set up their notebooks for the new unit and then had a lesson on the fiction element of conflict. Students reviewed different types of conflicts and were provided with examples. Then, after going over their new Buzz Words Anchor Chart, they read the short story "Rumpelstiltskin." At the end of class, students independently or collaboratively to complete a table analyzing the story, making a table in their notebooks of the conflicts and resolutions.

CLASSROOM POSTS:
-post 1 = Classroom>Writing Fiction: Scripts>10/19_Lesson 1: Conflict

Tuesday, Oct.19 HOMEWORK

1. read your new fiction book 15 mins - due tomorrow

Wednesday, Oct.20 IN CLASS

READING/WRITING: First, we reviewed yesterday's content on conflict. Today's lesson of plot structure (story arc) builds on yesterday's lesson of conflict. Plot structure is the pattern of how a story's conflict is set-up, introduced, developed, and resolved. Students received a handout of the Buzz Words to put in their reader notebook. After going over Freytag's Pyramid, the most famous plot structure diagram, students added today's content to their notebooks. Students have a homework assignment to practice analyzing the structure of yesterday's short story "Rumpelstiltskin."

CLASSROOM POSTS:
-post 1 = Classroom>Writing Fiction: Scripts>10/20_Lesson 2: Plot Structure

Wednesday, Oct.20 HOMEWORK

1. complete the 10/20 Plot Structure drag-and-drop assignment in Classroom - by 11:59 tonight
2. bring your fiction novel to class tomorrow

Tuesday, Oct.19 IN CLASS

READING/WRITING: Today, students had the first mini-lesson of our new Writing Fiction Scripts unit. Students set up their notebooks for the new unit and then had a lesson on the fiction element of conflict. Students reviewed different types of conflicts and were provided with examples. Then, after going over their new Buzz Words Anchor Chart, they read the short story "Rumpelstiltskin." At the end of class, students independently or collaboratively to complete a table analyzing the story, making a table in their notebooks of the conflicts and resolutions.

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Students also received rubrics back for TS #2 and their character analysis. They were instructed to staple/tape the rubrics in their reader notebook.

CLASSROOM POSTS:
-post 1 = Classroom>Writing Fiction: Scripts>10/20_Lesson 2: Plot Structure

Wednesday, Oct.20 HOMEWORK

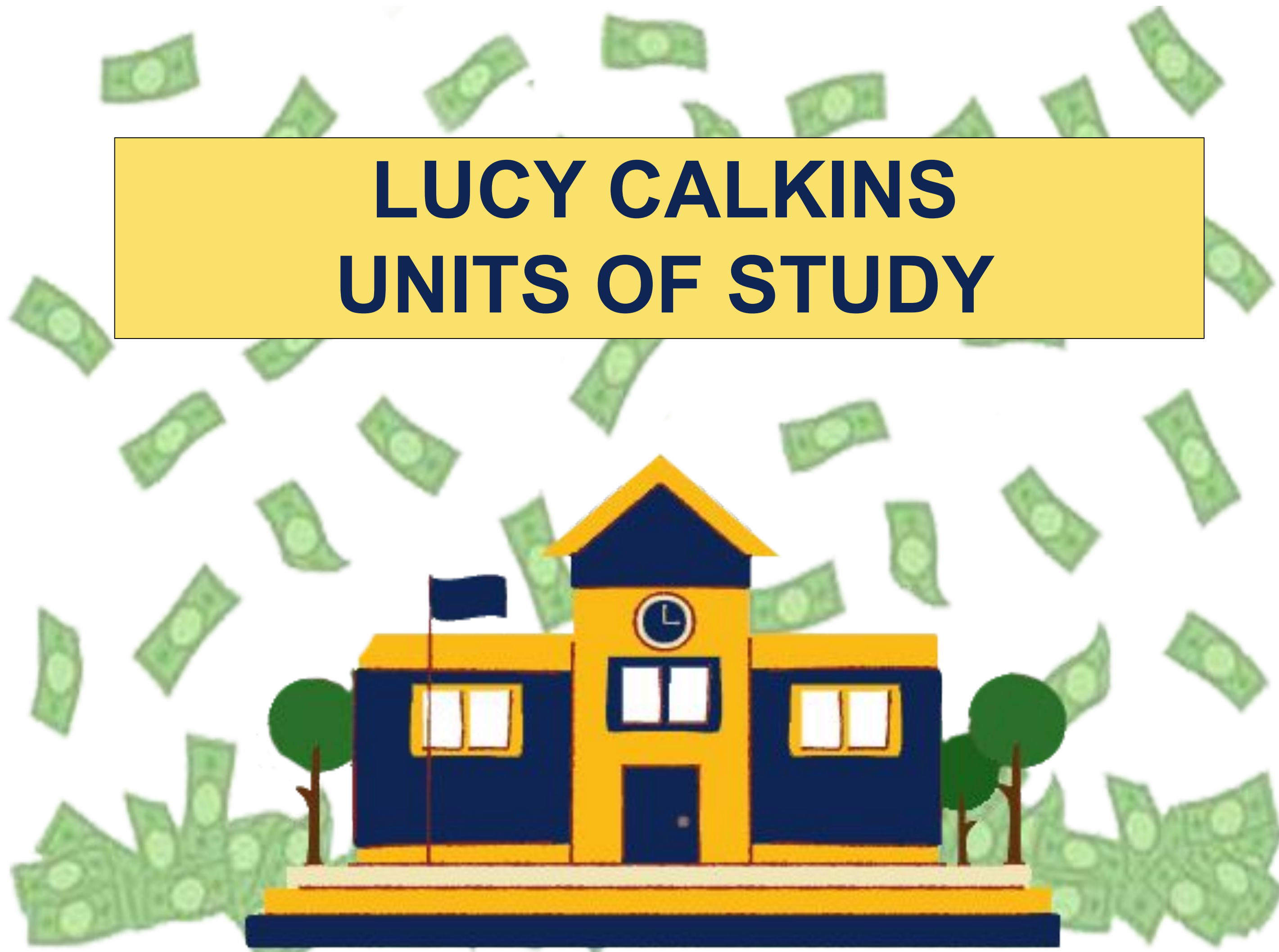
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2. bring your fiction novel to class tomorrow

Resources to Help at Home

**HELP YOUR
STUDENTS
AT HOME**

Early Literacy Resources K-2	Grades 3-6
<p>Primary Phonics Complete Storybook Package</p> <ul style="list-style-type: none"> - Levels 1-6 (60 Books) - Instead of having your child guess sight words and look at the pictures to help them read unknown words, have your child sound out the words. - If looking at the pictures to guess is a difficult habit to break, cover the pictures. - "Once you read the page, then you can look at the pictures." <p>Handwriting</p> <ul style="list-style-type: none"> - Print <ul style="list-style-type: none"> - Watch for correct pencil grip - Letters do not start at the bottom - The Print Handwriting Workbook for Kids by Crystal Radke - Early Cursive (once print is mastered) <ul style="list-style-type: none"> - Learn the individual letters and then work on connecting letters. - The Complete Cursive Handwriting Workbook for Kids by Crystal Radke <p>Easy Grammar by Easy Grammar Systems</p> <ul style="list-style-type: none"> - 1st and 2nd Grade <ul style="list-style-type: none"> - Capitalization, punctuation, parts of speech, combining sentences. <p>Comprehension</p> <ul style="list-style-type: none"> - Continue to increase listening comprehension with family read alouds. This increases vocabulary, background knowledge of different content areas, and exposure to more complex writing. <ul style="list-style-type: none"> - The Read Aloud Family by Sarah Mackenzie - McGuffey Eclectic Readers - Starting with level 1, this is a collection of short stories and poems for the child to read. Each lesson gets increasingly more difficult to continue to push the child to a higher reading level. 	<p>If your child is struggling with reading (sounding out the words or reading endurance), then they might need additional support in this area.</p> <p>Handwriting</p> <ul style="list-style-type: none"> - Print <ul style="list-style-type: none"> - Proper pencil grip and letter formation should be mastered by 2nd grade. - Early Cursive <ul style="list-style-type: none"> - Learn the individual letters and then work on connecting letters. - The Complete Cursive Handwriting Workbook for Kids by Crystal Radke <p>Easy Grammar by Easy Grammar Systems</p> <ul style="list-style-type: none"> - Mastery of basic grammar facts <p>Daily Grams by Easy Grammar Systems</p> <ul style="list-style-type: none"> - Supplements and complements the Easy Grammar workbook with daily review in capitalization, punctuation, parts of speech, sentence writing. <p>Writing and Rhetoric by Classical Academic Press</p> <ul style="list-style-type: none"> - A sequenced writing curriculum that takes the student from simple retelling skills through more complex skills of reporting, narrating, praising, comparison, persuasion, and defense. <p>Comprehension</p> <ul style="list-style-type: none"> - Continue with family read alouds as long as possible (even audio books in the car). - McGuffey Eclectic Readers <ul style="list-style-type: none"> - Note: They will have to start at a lower level. Ex: 5th grader might need to start with 3rd grade level. - Memoria Press Literature Grade Level Package <ul style="list-style-type: none"> - This includes the novel, student guide, and teacher guide. - The student guide has questions and prompts for the student as they read. - The teacher guide makes it easy for the parents to check the student's answers.

LUCY CALKINS UNITS OF STUDY



"Poring over the work of contemporary reading researchers has led us to believe that aspects of balanced literacy need some 'rebalancing'"

-Lucy Calkins

HELP HIGHLAND PARK ISD

- ❖ Visit our website - hpliteracycoalition.org
- ❖ Subscribe to Our Email List
- ❖ Host a Coffee
- ❖ Contact Teachers, Instructional Coaches, and Principals
- ❖ K-8th Grade Parents Complete the HPISD Survey
- ❖ Attend the March 22nd Board Meeting
- ❖ Email Trustees to Share Concerns



JOIN THE MOVEMENT

I support efforts to remove balanced literacy practices, including Lucy Calkins Units of Study and Fountas & Pinnell, from HPISD schools. Please provide leadership and resources so that students can benefit from new practices aligned to the Science of Reading in Fall 2022.

**HP LITERACY
COALITION** 

